



Utah CCGP – Closing the Gap Results Report (Large Group) 2006-2007

School: Cottonwood High School

Target Group: To increase parent participation in senior SEOP conferences

Target Group selection is based upon: Enrolled seniors

ABSTRACT

This focused on senior students and their parents. The goal was to increase parent attendance at individual SEOP conferences which in turn would influence student success.

PROJECT DESCRIPTION

Introduction

The USOE web site uses a quote that summarizes why we chose this project. “When families are involved in their children’s education in positive ways, children achieve higher grades and test scores, have better attendance at school, complete more homework, demonstrate more positive attitudes and behavior, graduate at higher rates and have greater enrollment in higher education (Henderson & Berla 1994; Becher 1984).”

Through parent participation in individual SEOP conferences we hoped to increase student performance and graduation rates.

Participants

Our target group was the entire senior class.

Method

Individual appointments were scheduled for every senior during September and October. Parents were encouraged to attend this meeting and given the opportunity to change the appointed date and time to accommodate their schedules. Evening appointments were available as well as time during Parent Teacher conferences. Parents were contacted to schedule an SEOP when their student did not attend the original SEOP appointment. During the conference counselors reviewed progress toward graduation, make up options for students who were deficient in credit, and discussed placement for students who were not on line to graduate. Counselors also discussed the students’ personal and life goals, post secondary education and career options.

RESULTS

Parent participation in senior SEOP conferences for the class of 2007 increased from 42% in the sophomore year to 53.8% in the senior year. Counselors reported that involving parents in these meetings allowed them to direct students, who were deficient in credit, to programs where they could be successful at an earlier time. Through the SEOP conference counselors were able to inform parents of student progress and make plans for student success.

DISCUSSION

Planning for student success involves the student, parent and school counselor. The more information students have, the more opportunities they will have to plan for the future and be successful.



Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Cottonwood High School

Target Group: To increase the success of at risk students

Target Group selection is based upon: Students identified as at-risk by counselors.

ABSTRACT

This project targeted students who were identified as at-risk due to low grade point average, deficient credits and/or poor attendance. The goal was to conduct a weekly meeting with each student, track progress, provide mentoring and motivation to improve performance.

PROJECT DESCRIPTION

Introduction

A high percentage of at risk students drop out of high school. This project will provide support for at risk students that will keep students in school.

Participants

Twenty three students in grades 10, 11 and 12 were targeted to participate in this project.

Method

Counselors identified individual students, based on grade point average, deficient credits, and/or poor attendance, who would benefit from one-on-one interventions. Counselors met with each student to offer them the option of participating in this project. Upon agreeing to participate each was referred to our Behavioral Health Assistant. The assistant conducted weekly meetings with each student and reported the students' progress to the referring counselor twice each term. Positive incentives were provided to students as their performance improved.

RESULTS

The positive impact of this project was seen immediately. The average GPA at the time of referral to the end of the 1st term had improved an average of .387. By the end of the third term the average GPA had improved .532 from the time of referral. At the end of the third term twelve students raised their grade point from an average of 1.675 to a 2.207. The most dramatic increase was from a 0.200 to a 2.042. Five students grade point average decreased by an average of .242. Seven students transferred to other schools – two to Granite Alternative, two to other schools in the district and three to schools outside of the district.

DISCUSSION

Fifty percent of the students in this project benefited from individual interventions. The interventions focused on improving academic performance, attendance and social interactions that affect student achievement. The increased support resulted in new behaviors, attitudes and success.



Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Cyprus High School

Project Focus: E-Choices Activity

Target Group: Entire Sophomore Class

ABSTRACT

Counselors schedule the E-Choices activity for sophomores in early October. It is expected that all students participate in this activity by creating an E-Choices account and completing the interest inventory. The student receives a copy of the interest inventory and an additional copy is submitted to the counselors for the SEOP file. It is expected that this activity will facilitate a productive discussion during the SEOP conference.

PROJECT DESCRIPTION

Introduction

- Establish an E-choices account for each sophomore and complete an interest inventory. Sophomores will also explore related career and training programs.

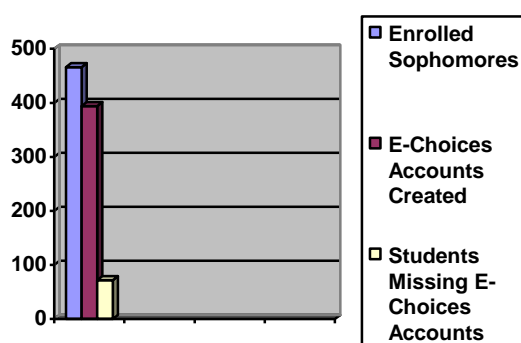
Participants

- 466 Enrolled Sophomores

Method

- Guidance Lesson Content: “The Language of High School” including relevant high school terminology, establishing an E-Choices account, and completing the E-Choices interest inventory.
- Materials Needed: Language of High School Handout, E-Choices instructions, E-Choices Program
- Time Frame: October 2, 2006 – October 11, 2006
- Presentation Delivery: Activity presented through sophomore World History classes.
- Evaluation Methods : Number of E-Choices accounts created, completed interest inventories used in individual SEOP meetings
- Counselors: Elizabeth Derrick, Craig Sudbury, Larae Thomas, Jane Townsend, Rhonda Stohl

RESULTS



Of 466 sophomores enrolled at the time of the activity, 394 established E-choices accounts (84.5%). The remaining students were absent. Of those students participating in the activity, 100% of them completed the interest inventory and submitted a copy for the SEOP file. At the completion of the interest inventory students were encouraged to explore a related career or training program.

DISCUSSION

The E-choices activity is successful for those who are in attendance on the scheduled activity day. In the past, counselors have not been able to schedule additional sessions for absentee students because of the limited availability of the computer lab. It would be a great improvement if more computers were added in the career center to accommodate such an activity. Interest inventories are an integral part of the parent SEOP meeting and facility discussion of high school options and post-high school planning.



Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Cyprus High School

Project Focus: Guaranteed Services – including but not limited to SEOP meetings, participation in grade level guidance activities, credit recovery referrals.

Target Group: 40 students identified and followed over three years.

ABSTRACT

Forty-three students were selected as sophomores to be followed over three years. These students participated in designated guaranteed services provided by the counselors and tracked individually by counselors to determine credit completion and graduation rates.

PROJECT DESCRIPTION

Introduction

- Provide specific interventions and support to a group of selected at-risk students.
- Participation in selected activities, recovery of credit, qualification for graduation.

Participants

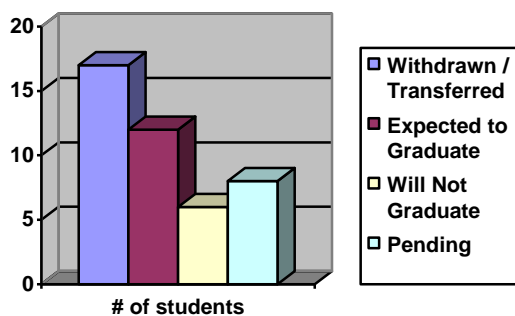
- 43 students selected as sophomores and followed through their senior year. (Criteria for selection: .25 – 1.00 core credit deficiency, minimum 1.8 GPA/CPA)

Method

- Guidance Activities: E-choices, Do What You Are, Senior Classroom Meeting, annual SEOP meetings.
- Resources Needed: Computer lab, appropriate handouts, Career Center support services.
- Time Frame: September 2004 – June 2007.
- Evaluation Methods – Each counselor tracks selected students participation in specified activities along with outcomes (graduates, non-graduates, withdrawn/transferred students).
- Counselors: Elizabeth Derrick, Craig Sudbury, Larae Thomas, Jane Townsend
- Materials Used: E-choices, Language of High School, Do What You Are, ACT Handout, SEOP information packets, credit recovery referrals, letters to parents.

RESULTS

Each selected student participated in guaranteed services. Counselors tracked participation along with records of referrals to credit recovery programs. During the last three years, almost 39.5% of the selected students withdrew or transferred to other educational programs. Of the group, 28 % will graduate and 14 % will not graduate. The remaining students (18.5%) are actively working on credit recovery and are still within reach of graduating.



DISCUSSION

Counselors found the contact with students and parents to be helpful and productive. Counselors had little control over the students in the withdrawn/transferred category. If that category were removed from consideration, the number of selected students would be 26. If we consider just those 26 remaining enrolled students, 20 of the 26 are either definitely graduating or still actively pursuing credit recovery with the distinct possibility of completing on time. This would constitute 77%. Counselors will be considering adding a control group to this project.



ABSTRACT

The purpose of our project is to assist students who need credit recovery to qualify for graduation. Seven counselors participated in the snapshot group this year. Our goal is to first help students understand what is required to graduate. Secondly, we want them to be aware of their own status in relationship to the requirements and, finally, what their options are for credit recovery. Because of the diverse needs of our students, we have several opportunities available to them. Through the addition of our Learning Supports Coordinator, we have seen an increase of credits recovered by students this year over previous years with our on-campus programs.

PROJECT DESCRIPTION

Introduction

Our project is to address credit recovery for those students who are deficient in their graduation requirements.

Participants

10th, 11th, and 12th grade students needing credit recovery.

Method

Students meet with their counselor to evaluate their credits and to discuss which credit recovery options would work best for them. A referral may be given for any of the following:

- Granger High School summer semester
- Granger High School Learning Center
- Granger High School A+ computer program
- Granite Peaks Community Education program
- Utah Electronic High School
- Granite Alternative Independent Study program

Guidance Activity(ies) or Intervention(s) RESULTS

Results of the project:

- Of the 184 students targeted by the counselors, 160 earned graduation recovery credit.
- A total of 413 quarters of credit were earned by the group.

DISCUSSION

Students are aware of their status for graduation because they are issued a Progress Toward Graduation report quarterly. Students are advised quarterly to see their counselor for credit recovery options. Letters are also sent home at the end of each term to parents of those students failing classes. In addition, seniors who are off track for graduation are notified quarterly. Because of our student needs (i.e. learning styles, high student mobility, time restrictions with employment, finances, etc.), we have found that the variety of credit recovery programs we offer has made a difference in student success. Counselors meet with their students in individual conferences to assess and make recommendations for credit recovery. A referral is issued for each program the student chooses to access.

Our target group earned more credit this year than last year in our on-campus programs. We attribute the increased success to having a Learning Supports Coordinator who oversaw our credit recovery programs at Granger High School. Many students needed monitoring and support while participating in the credit recovery

process. We continue to utilize the outside individualized study programs of Electronic High School and Granite Alternative for those students who can work independently.



ABSTRACT

All 10th grade students at Hunter High need help in transitioning to high school from the junior high, specifically in areas of study skills, time management, planning ahead and goal settings.

PROJECT DESCRIPTION

Introduction (the Why)

- According to our needs assessment survey there is a general perception for incoming 10th grade students that they have a lack of preparedness for high school. The counselors want to give 10th grade students a jump start for better success in their high school career.

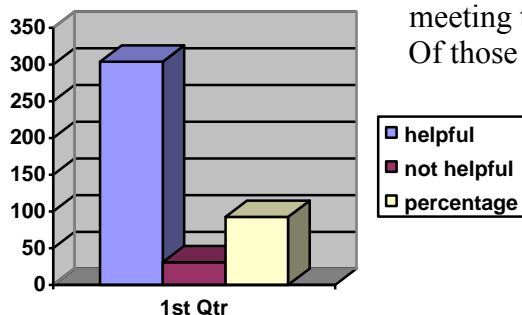
Participants (the Who)

- All 10th grade students

Method (the What, When and Where and How)

- Presentation on study skills, time management, organization, using my planner, goal setting and how to get good grades.
- Material was written by counselors and pulled from several different sources of information. The booklet “How to Get Good Grades” was given to each student.
- Presentation given in early fall.
- A post survey was given to measure basic information and understanding of the presentation
- Claudia Travis, Liz Mangrum, Brett Joos, Ed Murrell, Marilyn Kline, Marta Cooney, Jerry Corbett

RESULTS



We surveyed our 10th grades students during their formal SEOP meeting to ask: “Did you find the information from the presentation helpful?” Of those students surveyed: 304 students said “yes” and 31 students said “no.” 92.6% of those surveyed responded that the information offered during the presentation was helpful to them.

DISCUSSION

We feel that this information helps better prepare 10th grade students to be more successful in high school. This year we also met with English teachers and gave them a copy of the booklet “How to Get Good Grades” so they could help reinforce the concepts that were taught to 10th grade students in their classes.



Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Hunter High School

Project Focus: Senior Students Graduation

Target Group: Senior Students Short on Credit for Graduation

ABSTRACT

Senior students that are short on credit for graduation requirements are mentored and worked with to help them make a plan for graduation.

PROJECT DESCRIPTION

Introduction (the Why)

- Senior students that are not on track for graduation and need help to make a plan.

Participants (the Who)

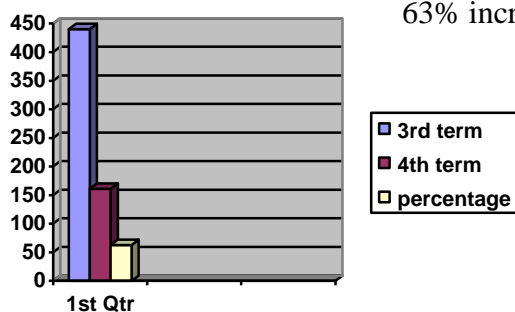
- Senior Students who are short credit.

Method (the What, When and Where and How)

- Individual meetings are set up with at risk senior students
- A plan is set up for each of these students
- Evaluation Method – the number of students at the beginning of 3rd term compared to the number of students at the beginning of 4th term.
- Counselor(s) Claudia Travis, Liz Mangrum, Brett Joos, Ed Murrell, Marilyn Kline, Marta Cooney, Jerry Corbett
- Progress Toward Graduation, Make-up credit options sheet, CPA, UBSCT, Scheduling, Counseling, curriculum and presentations.

RESULTS

We started 3rd term with 440 students that were in jeopardy of not graduating this year. Mentoring and working with our senior students, by the beginning of 4th term 161 students are still in jeopardy of not graduating. A 63% increase in students who are online to graduate.



DISCUSSION

We have been working with senior students since the beginning of the school year. We also send letters home to parents, make phone calls home and work in conjunction with faculty, staff and Granite Peaks Adult Program. Jerry Corbett our career counselor has been a key person in helping students with future planning.



ABSTRACT

We do a health class presentation on how to achieve a happy and more fulfilling life. We chose the health class because all students are required to take it. Instead of talking about suicide prevention, we focus on creating a rewarding and abundant life while dealing with life's adversities.

PROJECT DESCRIPTION

Introduction

Each semester, counselors present a suicide prevention workshop in all Health sections. Suicide is not mentioned as a behavior option. Instead, the focus is on positive thinking, stress management and self-actualization. Students are encouraged to participate in learning activities, rather than passive listening.

Participants

- 796 students participated
- All health students are targeted, the majority of whom were 10th graders

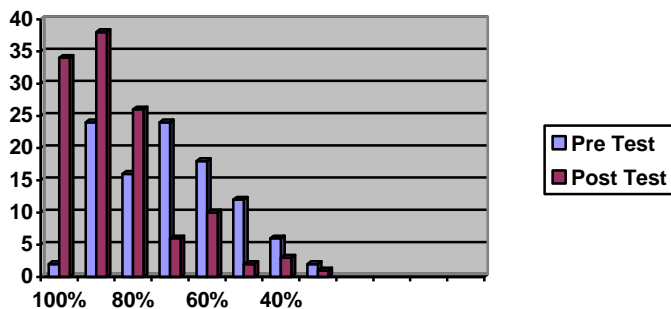
Method

- Counselors brought each Health class to the Media Center.
- Curriculum presented included movie clips, literature quotes, role plays, and group activities which encouraged discussion.
- Presentations utilized an entire 90 minute period during the second half of each semester.
- Evaluation of curriculum comprehension was accomplished with pre- and post-testing.
- Counselors Laney Long and Joyce Jones conducted the workshops.
- Comprehensive Guidance Curriculum handouts and activities were used. The scope and sequence materials were supplemented with additional outside materials.

RESULTS

Pre- and post-tests were given to evaluate the effectiveness of the workshop. Students demonstrated an average of 60.8 percent comprehension of the curriculum on the pre-test. The average comprehension score for the post-test was 80.9 percent.

Percent of Correct Answers for Workshop Students



The following is a list of student comments concerning their experiences with the:

- I believe you can change your worth by following your goals and doing good thing

- When you talk about equality; you didn't talk about people from this country that are immigrant don't feel that. They really feel intimidated by people. It would be a good idea to talk about people that are not from this country.
- I have never felt connected to anyone.
- I was just a little lost but, I got it at the end.
- Fun
- It helped me realize I need to think more positive thoughts.
- It was very good.
- I liked it a lot!
- It was great we should do more.
- It was very involving.
- This was super dooper fun :)
- It made very good points about being connected.
- Cool
- Good job, you really validated me.
- Thank you
- I think it was great because many people don't realize how much they are worth. I just wish my best friend could have come so she can realize her worth.
- It was really fun and exhilarating! Thank you very much!!
- It was fun!
- It was really good. I just hope that when we all leave this will stick with us.
- It was "chill".
- Yeah, I found it satisfactory.
- It was really good. Thank you

DISCUSSION

In doing the presentation our goal is to help students:

- Realize they have connections and support systems
- Recognize self worth
- Take possessive perspective on life
- Recognize the power individuals have to impact each other
- Gains tools to cope with stress
- Appreciate the abundance and to give back
- Find ways for everyone to win in life

Taylorsville High School has had several high profile suicides in the past. We felt that it was better not to mention suicide as a behavior option. Since we began these presentations we have had students recognize us in the halls and tell us how they are using the materials to improve their lives. It seems to be working. We have also presented our curriculum to other counselors across the state.



Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Taylorsville High

Project Focus: To bring deficient seniors on line for graduation.

Target Group: Deficient Seniors

ABSTRACT

The purpose of this study was to provide earlier interventions in the senior year to bring a target group on-line for graduation. One hundred students were targeted across all five counselors. Students and parents were sent letters each quarter, parent conferences were encouraged, and multiple meetings between student and counselor provided students with information, tools and encouragement to come on-line as soon as possible.

PROJECT DESCRIPTION

Introduction: Every year a number of students enter their senior year deficient in required credits for graduation. Our goal was to encourage seniors to come on-line as soon as possible.

Participants

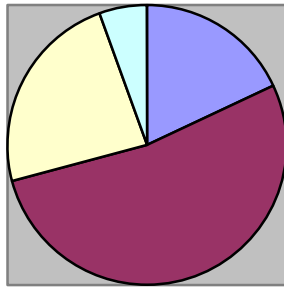
Counselors identified 100 deficient seniors (20 students each)

Method

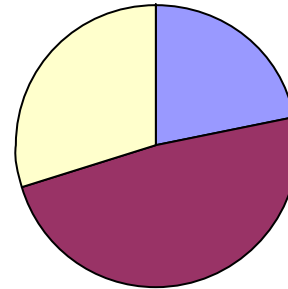
- Deficient seniors were identified
- SEOPs held in September
- Met with targeted seniors to formulate a plan
- Notified parents by mail quarterly of their students' graduation status
- Provided appropriate forms for credit recovery
- Project began early in the year and is continuing
- Met with each student quarterly to assess progress, encourage follow through on make-up and remind to maintain day school courses
- Charted quarterly progress to provide data for evaluation
- Participating counselors: Joyce Jones, Carolyn Boies, Laney Long, Guy Padjen and Lorri Aldridge
- Accurate Progress to Graduation (PTG's) were not available at the beginning of the year. Counselors gathered data using hand-formulated logs. PTG's became available during 3rd term.

RESULTS

- Thirty seven students came on-line for graduation as of beginning of 4th quarter.
- Fourteen students moved on to other programs.
- Forty-nine students are still in progress
- Majority of parents received at least 3 letters.
- Nineteen students had 1 to 5 SEOP conferences.
- Fifty-six students were contacted 6 to 10 SEOP conferences.
- Twenty five students were contacted 11 to 15 SEOP conferences.
- Six students were contacted 16 or more SEOP conferences.



Student Contacts



Parent Contacts

DISCUSSION

Counselors made the following observations:

- Based on increasing numbers of students beginning their senior year not on-line for graduation perhaps snapshot group should be identified mid-term of the junior year and intervention begun earlier.
- Students' progress should be easier to follow as more accurate PTGs become available.
- Parent response was disappointing. No real correlation was noticed between student success and number of parent conferences.
- Even with the increasing number of options available for high school students this snapshot group showed a high degree of apathy.

Counselors felt the activity was worthwhile but frustrating. Students were very slow to respond despite additional and repeated attention.